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ABSTRACT

College and university involvement in programs of continuing education or inservice training for practicing journalists is reviewed in this paper. Continued and increased involvement is forecast for the 1980s. Surveys addressing the need for continued education and surveys conducted to discover in-house newspaper training programs are reviewed. Also identified are schools that have been involved in conducting inservice training institutes or similar programs for journalists and professional development programs conducted by various newspaper organizations. A list of programs providing fellowships, scholarships, or grants is given. It is suggested that continued education for journalists in both professional fields and subject areas will benefit society generally and higher education specifically. (MKM)

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FASTER GROWTH TOWARD MORE FRUITFUL CROSS-FERTILIZATION FOR THE CULTIVATION OF PROFESSIONAL COMPETENCE

A Review of College and University Involvement in Programs of Continuing Education or In-Service Training For Journalists in the Field

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Like the inquiring mind itself, true learning recognizes no bounds of person, place, or time.

True learning is a process through which individual skill in living, appreciation for the best that life offers, understanding of our universe as opportunity, and competence in one's service to others is obtained by application of the intellect to solving the problems of human kind.

Through continuing education, true learning breaks down the walls that divide "students" from others. It destroys the evil myth of the "unlearned" and the "learned," which divides people into undesirable social classes and perpetuates the destructive stereotype of the "educated" man.

Continuing education reveals to every individual his potential for fuller development--regardless of position, place of residence, economic condition or age.

It recognizes the essential truth that education is no respecter of persons; and must not be treated as such. There are no educated or uneducated persons, only individuals in differing phases or stages of education for diverse pursuits or purposes.

It recognizes that learning opportunities should be made available to persons of all ages, not restricted to those of a certain age.

It recognizes that learning takes place in all kinds of places, not just in buildings and on grounds dedicated to that process specifically.

It recognizes the profound truth that Everyman is a teacher--to some degree, in some manner, at some times-- and that true education and learning are not the profession, occupation or career of only individuals employed to "teach."

Above all else, continuing education recognizes--and accepts--the responsibility of all men and women to contribute to our common learning the benefit of their experience, perception and curiosity.

Credo of Continuing Education

With schools and departments of journalism looking for more efficient and practical means to provide more relevant learning every year, and the need for continuing education becoming more and more apparent to professional newspaper personnel, the demand for more frequent and more effective exchanges of ideas is certain to increase.

More and more, as journalism is recognized as a democratic society's indispensible profession, a more productive partnership needs to be developed to foster the learning essential to improvement of professional competence--basic training, in schools of journalism, and mastery over the techniques and methods of true excellence, in the field of professional performance on the job.

There are differences, obviously, between the educational needs of on-the-job professionals and students of journalism. Just as obviously, however, there exist areas of common concern, interest and need.

With innovative bridges between journalism's academic community and the field of our profession now having been created through internships for students and fellowships for professionals, we are moving steadily toward that partnership required by a mature profession.

These next few years are going to be crucial, perhaps, in that movement.

That urgency will continue, through the foreseeable future, to create new and additional challenges for schools and departments of journalism, for news organizations and the media of mass communication are becoming more deeply involved every year, as pressures upon the current nature of their intelligence increase, in programs of in-service training.[1]

Journalism departments and schools can ignore that trend, of course, as some have in the past. Or, as many have done and are doing now at an

accelerating rate,[2] schools and departments of journalism can involve themselves in what can be seen, easily, as education for journalism's most exciting opportunity and challenge of the 1980s.[3]

Given the prospect of lowered undergraduate enrollments the next several years, more educational institutions are seeking more "non-traditional," older or "mid-career" clients for their services; and, responding to the educational establishment's increased attention to its responsibilities to post-adolescent society, more news organizations are reimbursing employees for the expenses of in-service education.[4]

Although education has been found to have vitually no direct effect on the earnings of newspeople[5]--the biggest factors affecting salary level appear to be length of time in positions, the position or function itself, and then sex--newspeople themselves, and also their supervisors, appear to believe that continuing education--informal, if not formal--is a critical factor in high performance on the job.[6]

For those reasons, Johnstone and his associates, in their extensive study of America's newspeople,[7] found that more than 35 per cent of their subjects pursued education in structured situations subsequent to graduating from college originally, or entering the media from a non-college background.[8]

Of those who studied professional topics, it was found, most concentrated on journalism skills and specialties. Management training courses were included in the other vocationally relevant topics.[9]

Of those who studied academic subjects, while employed as newspeople, most took courses in English, literature, or "creative" writing. Politics, government and public affairs were the other subjects most often identified.[10]

The need for more educational opportunities for professional journalists around the country was discussed by newspeople and others attending last spring's First Amendment Congress at Williamsburg, Virginia.

Previously, at meetings of the cooperative committee on journalism education of the Association for Education in Journalism and the American Newspaper Publishers Association Foundation, similar concern manifested itself repeatedly.[11] At one point, ANPA Foundation staff conducted an examination to determine the feasibility of seeking academic credit for newspaper in-service training programs through the medium of Continuing Education Units.[12]

At a "summit" conference for representatives of newspaper-related foundations, about two years ago, the following items appeared on the agenda:

> Mid-career Training: What are the current resources? Is such training best accomplished by journalism schools or by independent institutions like the American Press Institute? Is there too much or too little funding for such training? What are the benefits of non-journalism mid-career academic programs like the Nieman Fellows program at Harvard University?

Earlier, the need for continuing education had been explored at a "Wingspread" conference in Wisconsin,[13] and at annual conventions and other meetings of organizations like the Society of Professional Journalists, Women in Communication, Inc., the American Society of Newspaper Editors, and the Associated Press Managing Editors Association.

In 1967, for example, an "Educational Opportunities for the Experienced Newsman" sub-committee of APME's national committee on personnel conducted an inventory of programs available at that time.[14]

Although it did not become a part of APME's code of ethics adopted in 1975, an article defining support for continuing education as one of the responsibilities of every newspaper's managing editor was proposed.[15] That proposal, had it been written into the code, would have made the managing editor responsible for "assistance to members of his staff, in the continuance of their education, through either on-the-job graduate studies or in-service training activities that can be sponsored by the newspaper itself."[16]

Many newspaper groups or organizations do provide extensive in-house training programs.[17] Included are Capital Cities Communications, Copley, Gannett[18], Harte-Hanks[19], and Knight-Ridder.[20] The latter group's Institute of Training conducted in one year, for example, seminars on "Effective Human Relations," Interpersonal and Organizational Communications, "Modern Production Techniques," Advanced Orientation for Executive Secretaries and Administrative Assistants, "Problem Solving and Decision Making," "Classified: The Action Approach," Organizational and Team Development, circulation management, "Improving Personnel Selection," training, developing and evaluating employees, "E.D.P. and the Systems Approach to Problem Solving and Decision Making," making effective presentations, "Financial Management for Non-Financial Managers," and "The Human Side of Selling."

With the assistance of officers of the Newspaper Personnel Relations association, a national sub-committee of the AEJ/ANPA Foundation committee, conducted an exploratory survey to assess the extent of newspaper training programs in 1978.[21]

Most newspaper personnel departments reported editorial training programs of some kind.[22]

Included were The Post Tribune of Gary, Indiana, The Stuart News, in Florida, The Calgary Herald, Akron Beacon Journal, The Detroit News, Chicago Tribune, Toledo Blade, Cincinnati Enquirer, Charleston Evening Post, The Kansas City Times, Los Angeles Times, Des Moines Register Tribune, Denver Post, Milwaukee Journal, and Detroit News.

Explaining principal objectivies of their programs, responding newspapers listed the following things:

> Clear, accurate and objective writing obtained through enthusiasm and curiosity.

Commitment to accuracy, fairness, objectivity; development of writing skills; growing knowledge of area; ability to learn from criticism.

English basics--interview skills.

Use of new technology.

Clear and accurate writing, initiative, tenacity, interviewing skills.

Clear, compelling writing.

Fine tuning of skills--enlargement of technical capabilities, such as color use seminar for photographer previously skilled mainly in black and white work--consumer conference for business writer.

News writing, copy editing, page makeup, news judgment, source development.

Ability to create motivational climate and manage others effectively.

Accuracy, accuracy, accuracy, and accuracy.

"Common sense."

Relationship to other departments.

Skill in VDT use.

Knowledge of ethical expectations.

Use of public records.

General knowledge of our operation.

Writing and editing on electronic equipment.

Research and interviewing skills.

Familiarization with our physical plant, our operation, our key people.

A dedication to newspaper journalism.

Explaining aspects of their training considered most beneficial to new employees, responding papers mentioned the following:

One-on-one critique.

Understanding complete plant operation.

Learning the new technology.

Opportunity to increase background knowledge in an area of news coverage.

Explaining policy, and procedures in covering and writing news stories.

Acquaintance with department heads.

Overall picture of our news operation.

Elimination of wasteful trial and error.

Describing methods or techniques found most effective in training, responding papers cited these:

Close contact.

Careful reviews of daily performance.

Time in other departments.

One-on-one training.

Agreement and understanding with the employees about what their responsibilities are.

"Companion reporting."

Scheduled and periodic evaluations.

Individual attention from editors.

Discovering specific areas of need and strengths.

Having copy editor work closely with reporters.

A "running mate".

Monitoring of performance, frequent conferences with supervisors.

Changes of assignment to provide broad experience.

Regular one-on-one discussions of work done.

Employees most often mentioned, as most helpful, the following things:

Appraisal of their work.

Critique sessions.

Understanding of other departments.

Quick feedback.

Individual attention.

Close supervision.

"Companion reporting."

Knowledge of how whole operation works.

Evaluation by a good copy editor.

Tour of duty on state desk.

Ability to see interrelationships and copy flow.

Varied assignments.

Help given by veteran staffers.

Opportunity to talk with training director.

Knowing "where they stand."

Results of the AEJ/ANPA Foundation committee survey suggest numerous areas in which schools and departments of journalism should be able to assist individual newspapers in planning, arranging and conducting in-service training projects--either as consultants or co-sponsors, with the participants being awarded appropriate academic credit or perhaps alternate certification of some kind.

For many years now, a considerable number of the nation's more progressive schools have been involved in conducting in-service training institutes or similar programs for journalists. In its 1967 inventory, for example, APME identified the following: University of Alabama, University of Colorado, Colorado State University, DePaul University, Emory University, Fordham University, Georgetown University, University of Illinois, University of Iowa, Iowa State University, University of Kansas, Kent State University, University of Kentucky, University of Maine, Memphis State University, University of Miami, University of Missouri, New York University, Northwestern University, Ohio State University, University of Omaha, Oregon State University, Rochester Institute of

Technology, Rutgers University, South Dakota State University, Southern Illinois University, Syracuse University, University of Tampa, Utah State University, Tulane University, Virginia Polytechnic Institute, Washington State University, Wheaton College, and University of Wisconsin.

Off-campus, but often in cooperation with universities or colleges, extensive professional development programs are conducted by state organizations like the Pennsylvania Press Institute,[23] multi-state organizations like the Mid-America Press Institute, regional organizations like the Inland Daily Press Association[24] and Southern Newspaper Publishers Associations;[25] national organizations like the American Newspaper Publishers Association, National Newspaper Association, and Suburban Newspaper Association; and special organizations like the American Press Institute, Washington Journalism Center, and Frank Gannett Urban Journalism Center at Northwestern University's Medill school of journalism.

One of the pioneers in professional development for newspeople, and an enduring leader in that field, is the American Press Institute. In its 34th year now, API is a non-profit institution dedicated to continuing education for newspaper men and women throughout the United States and in Canada.

Each year the institute conducts a series of seminars, generally two weeks in duration each, which are attended by experienced newspaper personnel.

More than 12,000 journalists are counted, now, amont the institute's "alumni," and the institute has conducted almost 450 seminars on diverse subjects of special relevance to its clientele news organizations.[26]

The 1979-80 schedule included the following seminars for the following:

Executive Editors and Managing Editors

"Newspaper Design"

Advertising Executives

Circulation Managers

Classified Advertising Managers

Living and Leisure Section Editors

City Editors

"Marketing the Daily Newspaper"

Editorial Page Editors and Writers

"The Sunday and Weekend Newspaper"

A vertising Executives of Weekly Newspapers

Managing Editors and News Editors

"Management and Costs"

Newspaper Promotion and Market Research

Newspaper Systems and Data Processing

Circulation Managers

Sports Editors

Copy Desk Chiefs and Wire Editors

"Editing the Weekly Newspaper"

"Effective Writing and Editing"

The Institute was founded in 1946, when Sevellon Brown, editor and publisher of the Providence (R.I.) Journal and the Evening Bulletin proposed a permanent working center where experienced newspaper men and women could improve their knowledge and skills. He discussed the idea with other newspaper executives and with Carl W. Ackerman, then dean of the Graduate School of Journalism at Columbia University. As a result, 38 newspapers formed a founding fund sufficient to cover an experimental period of three years. The Institute was provided with office and conference room space in the Columbia University's Journalism Building, and members had rooms and meals on the campus.

The experiment was a success, and API remained at Columbia University 28 years. During that period the Institute's Seminar work more than tripled.

Because of an acute need for additional space that could not be obtained at Columbia, API moved in July 1974 to its own new building in Reston, Va.

Working closely with the American Press Institute, the American Newspaper Publishers Association supplements API seminars with institutes, workshops, and other special programs designed to provide management development and related benefits. In cooperation with the Newspaper Personnel Relations Association, it sponsors programs on personnel practices, procedures and policies. Such programs frequently have involved educational institutions like the Human Resources Center at the University of Chicago, and are held at locations distributed throughout the country. At its own research institute in Easton, Pennsylvania, ANPA conducts "Hands-on" training in camera techniques, electronic editing, "Direct Screen Color Separation," basic offset press and plate techniques, production quality control, "Management Introduction to New Technology, and production systems planning.[27]

In Canada, seminars for reporters and editors are conducted by the Canadian Daily Newspaper Publishers Association.

In addition to structured programs of in-service training, numerous opportunities for continuing education have been offered newspeople, during the past decade, by the following programs of fellowships, scholarships or grants:

Mark Ethridge fellowships. Funded by Ford Foundation. For Southern newspeople in a project of Southern Regional Education Board. (At Duke, Emory, North Carolina, Texas, Vanderbilt and Virginia universities).

American Petroleum Institute fellowships for journalists who want to become specialists in reporting news in the field of energy. At Stanford university.

American Political Science Association Public Affairs fellowships--six months to one year of advanced study at universities of the journalist's choice. For reporters of public affairs for newspapers, magazines, radio or television.

Walter Bagehot Fellowships in Economics and Business Journalism. For experienced reporters in any news media. Conducted at Columbia University.

Seymour Berkson Foreign Assignment Grant. Travel expenses for reporting overseas.

Ray Bruner Science Writing Fellowship. Expenses of science/medical/health journalists to attend meetings of American Medical Association.

Carnegie-Mellon Fellowships. For participation in executive training program at that university.

Congressional fellowships--a year of full-time service as aide in office of some Senator or Representative in Congress.

Herbert J. Davenport fellowships. For study at University of Missouri school of journalism and Department of Economics.

Camille and Henry Dreyfus Fellowship for Science Writers. To study at Stanford university, and talk with students interested in that field.

Ford Foundation fellowships. For study at Harvard university, in field of international security and arms control.

Ford Fellowships in Educational Journalism. Expenses for national travel-study, in field of some education issue. Administration provided by George Washington university's Institute for Educational Leadership.

Fulbright-Hays awards in Journalism and Mass Communications. For advanced study and research, with teaching, at universities in other countries.

Dr. F. P. Galbraith awards. To Canadian journalist for study at University of Alberta.

Gannett fellowships. For year of Asian studies at University of Hawaii.

Nate Haseltine Memorial Fellowships. For continued education in reporting science and medicine. Funded by American Medical Association and Council for the Advancement of Science Writing.

Hughes fellowships. For study at Stonier Graduate School of Banking, Rutgers University. For business/financial writers.

Jefferson Fellowships for study at East-West Communications Institute in Honolulu.

Journalists in Europe internships. Expenses while working for bi-monthly magazine from base in Europe, as part of graduate study at Columbia university's Graduate School of Journalism.

The Kiplinger Program in Public Affairs Reporting at Ohio State university. Fellowships for experienced newspersons interested in obtaining master's degree.

Boyd Lewis fellowships. Employment in National Editorial Association office for master's degree candidates at University of Missouri school of journalism.

John J. McCloy Fellowships. Travel and other expenses for journalists from United States and Germany during exchange assignments.

Minneapolis Star Fellowship in Business or Economics News Reporting.

Minneapolis Tribune Fellowships in Environmental News Reporting.

Edward R. Murrow Fellowships. For residence and study at Council on Foreign Relations. Funded by CBS Foundation.

Music Critics Fellowships. For participation in institutes dedicated to criticism of musical performance. Funded by National Endowment for the Arts. Sponsored by the Music Critics Association.

NATO Fellowships. Grants for study and research on projects related to North Atlantic Treaty and its organization.

National Endowment for the Humanities program for journalists. Fellowships for study at either Stanford University or University of Michigan.

Lucius W. Nieman Fellowships. For study at Harvard university.

Partners of the Americas exchange program. Expenses for travel between the United States and Latin America. Funded by the Tinker Foundation and sponsored by the World Press Freedom committee.

Alice Patterson fellowships. Travel and other expenses while engaged in extensive news research.

Nelson Poynter fellowships. Expenses of leave to talk with students at Yale University about concerns of the profession.

PSIA Program. Communications and International Affairs division of the Ford Foundation sponsorship of journalists studying problems in defense and foreign policy, at Harvard University.

Pulitzer Travel fellowships. Expenses for journalists engaged in news research for master's degree at Columbia University's Graduate school.

Eugene Pulliam fellowships. For editorial writers desiring to study and travel.

Rotary Foundation Journalism Scholarships. For journalists in the field. Expenses for travel and study abroad.

Russell Sage fellowships. For social science study at the University of Wisconsin.

Ellen Browning Scripps Fellowships. For study at graduate schools of choice, in area of choice.

Alfred P. Sloan fellowships for study of modern economic analysis and its application to public policy, at Woodrow Wilson School of Public and International Affairs, Princeton University.

Southam fellowships. For study at Toronto University.

Ralph Stoody Fellowship. For graduate study aimed at specialization in religious journalism.

Urban Journalism Center program, Medill school of journalism, Northwestern University. Fellowships for advanced study.

World Press Institute Fellowships. Expenses for journalistic research, work, and study abroad.

Yale-Ford Foundation fellowships for studies in law.

Occasional and special programs offering other educational opportunities for journalists have been conducted, in recent years, by the National Endowment for the Humanities,[29] the Brookings Institution,[30] the Ford Foundation,[31] The University of Chicago,[32] Wharton School of Finance at the University of Pennsylvania, and other organizations. For example, the School of Public and Urban Policy at the University of Pennsylvania last spring conducted a regional economic development colloquium for "News Media Professionals" and Pennsylvania State University a two-day workshop this summer for journalists representing racial minorities.

More and more, central administration officers of colleges and universities are realizing that any investment of resources in continuing education for journalists pays a double dividend,[33] for it is the media of mass communication that must interpret developments in higher education to those upon whom the academic community is dependent for financial and other support.

Newspeople who know, from personal experience, that their university is devoted to serving the public and its interest, presumably will be more supportive of that institution in their everyday work.

That assumption gives education for journalism an unusual opportunity, as the 1980s unfold, and promises, also, firmer support for regular programs of journalism education.

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NOTES

1. See Robert L. Burke, "The '80s: Training," Presstime, January 1980, p. 31 and "Papers Expand Training Programs," Presstime, April 1980, pp. 32-33.

2. For example, see "Journalism Institute Planned by Rutgers," Editor & Publisher, Oct. 6, 1979, p. 24.

3. For illustrative explanation of one such program and its history, see John De Mott, "The NIU Experiment--Academia Meets Press," Grassroots Editor, January-February 1975, pp. 15-18.

4. Louis Villano, "Back to School on Company Time," The Quill, August 1969, pp. 8-9, and also Herbert Brucker, "Mid-Career Re-Education Programs: Will publishers, owners and editors support, with funds, these mind-stretching and spirit-expanding interludes for staffers?," Bulletin of the American Society of Newspaper Editors No. 522 (September 1968) pp. 11-13.

5. John W. C. Johnstone, Edward J. Slawski and William Bowman. The Newspeople: Sociological Portrait of American Journalists and Their Work. (Urbana, Ill.:University of Illinois Press, 1976) p. 141.

6. See L. S. Clemens, "School Days Don't End at the Newsroom Doors," Final Report-1977 Journalism Education Committee, Associated Press Managing Editors, and "Some Ideas on Newspaper Staff Training," APME News, August 1978, pp. 8-9.

7. Johnstone, et al. The Newspeople--"The Continuing Education of Journalists" discussed on pp. 44-46.

8. Ibid, p. 206.

9. Ibid.

10. Ibid, p. 207.

11. See for example, item on continuing education in minutes of meeting of April 21, 1979, p. 3.

12. Judith Hines Memorandum re: "Continuing Education Units" (undated, Summer 1980). For explanation of the Continuing Education Unit, in U.S. universities, see Anne C. Kaplan and Clive C. Veri, The Continuing Education Unit. (Urbana, Ill.:ERIC Clearinghouse in Career Education, 1974).

13. The Newsroom and the Classroom. (Racine, Wisc.:The Johnson Foundation.

14. Tenney Griffin, "Educational Opportunities for the Experienced Newsman," (New York:The Associated Press, 1967).

15. Author's letter of Aug. 5, 1974, to Joseph W. Shoquist, Chairman, national committee on professional standards, Associated Press Managing Editors Association.

16. Author's letter of Sept. 23, 1974, to Joseph W. Shoquist.

17. Letter of May 14, 1979, from Clark M. Newsom, executive secretary, Newspaper Personnel Relations Association.

18. "Newspaper Training Workshop" advertisement, Editor & Publisher, Feb. 24, 1979, p. 27; letter of Sept. 15, 1976 from Thomas Curley, director of information, Gannett Company; John L. Dougherty, "Progress in Newsroom Training," Editorially Speaking, Vol. 26 (1968) pp. 15-18; and J. N. Freudenberger, "Our Training Program," Editorially Speaking, Vol. 22 (1964) pp. 43-45.

19. Letter of Dec. 10, 1976, from Giles E. Padel, corporate manager, Management Selection & Training.

20. See Knight-Ridder Institute of Training Seminar Catalog for most recent year.

21. "New Look at Journalism Internships and Related Newspaper Training"--a report of national sub-committee on internships/training, AEJ/ANPA Foundation cooperative Journalism Education committee, April 29, 1978.

22. "In-the-Field Perspectives on Journalism Training: Interfacing School and Newspaper: The Report of an Exploratory Survey Among Members of the Newspaper Personnel Relations Association and Others," John De Mott, Chairman, national sub-committee on newspaper training/internship, Cooperative Education Committee, American Newspaper Publishers Foundation and Association for Education in Journalism, April 21, 1979.

23. "Training Center Set-up for Pennsylvania News People," Editor & Publisher, Aug. 20, 1977, p. 15.

24. "Inland Press Foundation Boasts of Accomplishments," Editor & Publisher, Oct. 13, 1979, p. 20.

25. Establishment of that program is related in "Ford Foundation Finances SNPA's education program," Editor & Publisher, Aug. 17, 1968, pp. 9, 52.

26. Last fall, API instituted a program under which professors of journalism can be considered for a fellowship named after James H. Ottaway.

27. See Invest in Your Newspaper's Future...With ANPA/RI Seminars: Seminar Events for July Through December 1980 (brochure available from ANPA headquarters in Reston, Va.)

28. The program at Yale and other related opportunities are explained in C. David Rambo, "Programs Offer Journalists Education in Law," Presstime, May 1980, p. 23.

29. "Federal Agency Funds Journalism Seminars," Editor & Publisher, Dec. 23, 1978, p. 24.

30. See, for example, "Economics Seminar is Designed for Reporters," Editor & Publisher, Dec. 30, 1978, p. 45.

31. That foundation has sponsored many additional programs, including initial funding of Northwestern University's Urban Journalism Center, in addition to SNPA's projects.

32. That university conducted an urban journalism program for several years, but has since discontinued it.

33. In a letter to the author, one university administrator observed that the "example of getting working journalists on our side is one I completely overlooked. Yes, we must work the street with these opinion makers at the same time we massage the decision-makers."

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"Asian Study Fellows Offered by Gannett," Editor & Publisher, Jan. 8, 1977, p. 13--announcement of third-year plans at University of Hawaii.

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"Business Reporters Receive Fellowships," Editor & Publisher, Jan. 29, 1977, p. 28--announcement of initial grants for study at Carnegie-Mellon University.

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"Economics Seminar is Designed for Reporters," Editor & Publisher, Dec. 30, 1978 p. 45--plans for cooperation program of Brookings Institution and Ford Foundation.

"Ellen Scripps Fellows Awarded First Time," Editor & Publisher, July 23, 1977, p. 23--announcement of a Scripps-Howard Foundation program for journalists in the field.

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